

# Growing WILD

Utah's Project WILD Newsletter

Winter '91



## River Otters Return to Utah

At one time, river otters were found throughout most of Utah's waterways. Early records report regular sightings of otters. Osborne Russell, in his well documented Journal of a Trapper, covering the years 1834 to 1843, described "large quantities of Beaver and Otter living in these streams" to the north and east of the Salt Lake. It was soon after this that otters seemed to disappear from Utah's rivers, probably due to habitat degradation, water pollution and unregulated trapping during settlement times.

The Utah Division of Wildlife Resources has recently established a program to reintroduce otters and has already transplanted twenty-three otters into the Green River in eastern Utah. Ken McDonald, biologist in charge of the reintroduction program, says, "Healthy ecosystems support great diversity of wildlife and plant species. Reintroducing river otters is restoring a critical wildlife species to a rich and vital ecosystem."

Students throughout Utah are now learning about river otters, and many are contributing to the "Adopt-An-Otter" Program. In this issue of *Growing WILD*, we have included a copy of the new Wildlife Notebook Series on river otters and described some ideas for teaching about otters.

*Along with information about river otters, this issue is packed with action project ideas, upcoming classes and information about new materials available for your classroom use.*

# River Otter Project at the High School Level -- A Commentary

*Project WILD first worked with Linda Pearson when she was the Science Teacher-Leader for Granite School District. Now, as a teacher of wildlife biology and zoology classes at Kearns High School, she continues to utilize innovative and creative teaching methods to make learning a meaningful experience for her students. Project WILD congratulates Linda and her students for their contributions to Utah's wildlife, and we thank her for contributing this commentary to Growing WILD.*

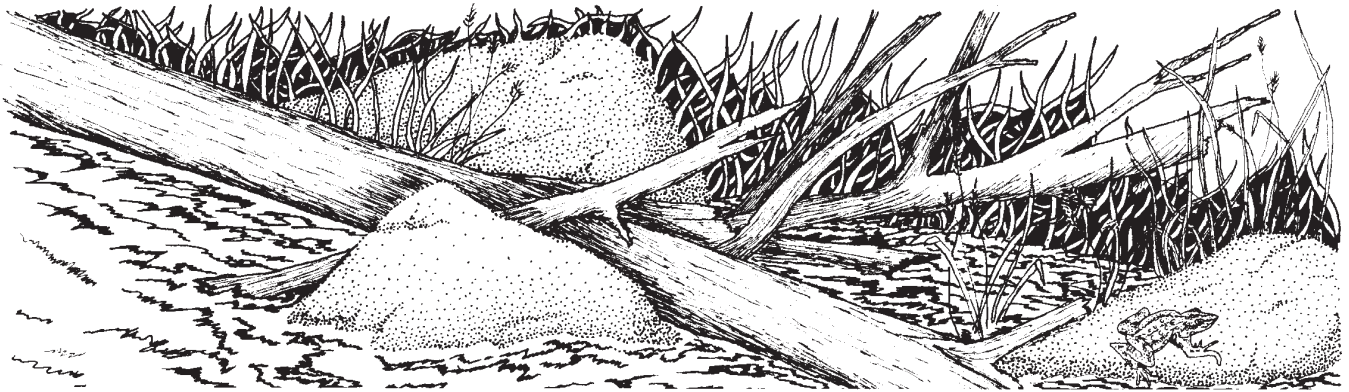
Motivating students is a difficult and important task to achieve in education. To instill the love I have for animals in my students has always been one of my utmost goals. These two concepts led me to become involved in the "Adopt-An-Otter" Program.

Around August every year I begin searching for new ways to motivate my students. Reading the newspaper one day, I saw a small obscure article appealing to the public to help with the otter reintroduction program. I literally debated in my mind for weeks if this would be something that would interest my students. I didn't want it to be "my project." I wanted it to be "their project." So, when school started, I discussed the otters in class and found a few videotapes with spots of otters and invited the DWR nongame biologist to speak to my students. Afterward, I passed out a questionnaire asking if they were interested and, if so, how we could raise money to adopt an otter. Every student said they were interested, and they suggested taking donations and selling "otter dollars." We set our goal to raise \$300 so we could purchase one otter. The money kept coming in (usually a dollar at a time) and we finally collected \$660. Almost every student collected some money. The students were very proud of their efforts.

That was the first year of our efforts, and before the next school year had started, I had students asking me about next year's project. They had already decided we wanted to do it again. This time we added T-shirts to our efforts and it really paid off. Seven classes collected \$1800 to add to the otter program this year. We are still selling shirts and have about \$100 started on next year's efforts. The students did all the work, went out and took orders, collected money, and delivered T-shirts. They loved it!

**With each individual effort they bought a piece of Utah's wildlife. With ownership comes responsibility. All of these students feel a commitment to help protect Utah's wildlife. I have had many of them ask me what else they can do. It is such a great reward to see students motivated to do something positive for the environment. One of the eight girls that went to Vernal to release the otters made a statement to the other girls as we were returning home. She said, "If I don't remember anything else from high school, I'll always remember this trip." I think that sums up the effect the project has had on many students. It has been a tremendously positive experience for everyone.**

*For more information about Linda's implementation of this project (or to buy an otter T-shirt!), contact Linda Pearson, Kearns High School, 5525 S. Cougar Lane, Kearns, UT 84118 (801 964-7500).*



## For Students, "With Ownership Comes Responsibility"

*A special field trip to the release site on the Green River was organized by Linda Pearson with the help of Ken McDonald, Wildlife Biologist for the Utah Division of Wildlife Resources. It was organized to reward the students whose commitment and hard work brought in the most money for otter reintroduction. The following comments by two Kearns High students describe what the otter project has meant to them.*

Cherrish Cheesman, Kearns High School,  
Senior, age 18

My experience with the "otter project" has been one that has sparked new interest in me. Otters were basically gone from Utah and to know that I was able to help with the reintroduction of them was something I was very proud of. I hope someday to return to the Green River and view the evidences of this project, maybe even share them with my children and future generations.

The trip to the Green River and being part of the otter project helped reinforce my desire to pursue a career in environmental science. It helped to focus on what is available in the field and a firsthand chance to talk to people who are involved. It was a tremendous experience, and I'll never forget it.



Leslie Price, Kearns High School,  
Junior, age 17

When I first heard about the otter project I was excited and determined to go on the trip with the other students to introduce the otters. The students who raised the most money got to go with the biologists to release the otters on the Green River.

The trip to the Green River was exciting. The first time I saw the otter I didn't want to release it. I wanted to take it home for a pet, but I quickly realized he was a wild creature and would much prefer to live in the wild. An otter is such a cute, loveable creature with a definite personality. When we let "Otto" go, there was such a good feeling, but then we were a little empty inside, like you had lost a good friend. But we knew this was just the beginning, and he would always be in our memories.

The Green River will always be a special place for me, and I hope to return to see the otters soon.

## Adopt-An-Otter-Program

The Adopt-An-Otter-Program has provided an opportunity for students to contribute directly to increasing Utah's river otter population. Each river otter is trapped in Alaska, where the river otter population is thriving, and shipped immediately by airline to Utah. Within hours of the otter's arrival in Salt Lake City, it is on its way to the Green River. The trapping and transportation for each otter requires \$350. Through the Adopt-An-Otter Program, schools may contribute part of this cost or sponsor several animals; any size donation is appreciated.

Each class participating in the Adopt-An-Otter Program will receive a colorful river otter poster. In the fall, an information letter will be mailed to each teacher indicating location of release and any recorded observations of the transplanted animals. For more information about adopting a river otter, contact Ken McDonald, Wildlife Biologist, Division of Wildlife Resources, 1594 West North Temple, Ste. 2110, Salt Lake City, UT 84116 (801 538-4765).

# Project WILD Activities And River Otters

*Several Project WILD activities can be used to teach about river otters. They include:*

## MY KINGDOM FOR A SHELTER -- grades 5-9

After learning about the dens which river otters use, stress the importance of overall stream structure necessary for healthy river otter populations (refer to the Wildlife Notebook Series). Ask students to construct models of not just the otters' dens but to place them within an appropriate stream setting.

## ENVIRONMENTAL BAROMETER -- grades 3-5

Focus on the Green River drainage area. Discuss why river otters have been legally protected since 1899.

What environmental conditions are otters most sensitive to? Look at other rivers in Utah. On a map, keep track of where otters are introduced and how far they travel. Newspaper stories and information from the Division of Wildlife Resources should help you.

## RIPARIAN RETREAT -- grades 6-12

Study the importance of riparian areas for river otters. Add some of the habitat description given in the Wildlife Notebook Series to the visual imagery narration.

## BLUE RIBBON NICHE -- grades 5-12

Emphasize the river otter's niche in riparian systems. Study riparian ecosystems in general, and then focus on the Green River drainage in particular.

## PLANTING ANIMALS -- grades 4-9

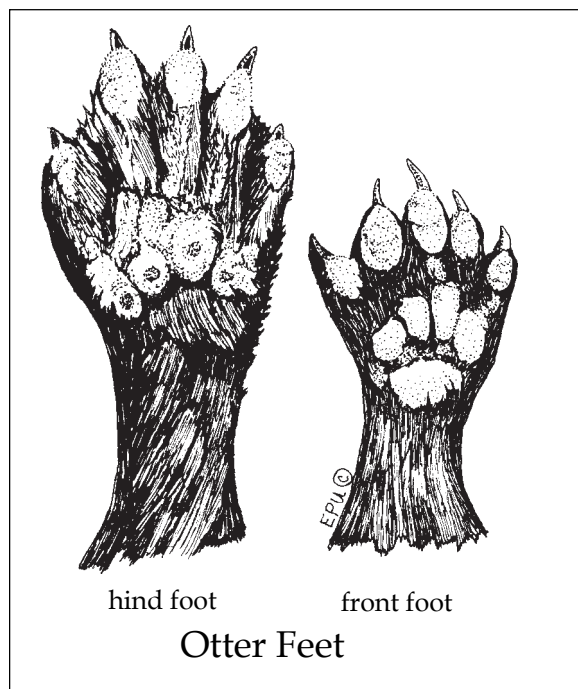
Research river otter reintroduction in Utah. Find out why river otter populations in Alaska and other states have remained stable whereas Utah's became extirpated. Can you find other animals which have been transplanted into Utah or transplanted within Utah to extend populations ranges?

## DEADLY WATERS -- grades 3-12

River otters are very sensitive to aquatic pollution. Industrial pollutants such as PCB's, heavy metals such as mercury, and pesticides such as DDT and its derivatives undergo biomagnification as they move up the food chain. Studies indicate that these and other contaminants accumulate in river otters and may cause them to stop reproducing or even cause death. This activity may be used to teach about the significance of pollutants in water systems and methods which may be taken to improve the threatened rivers.

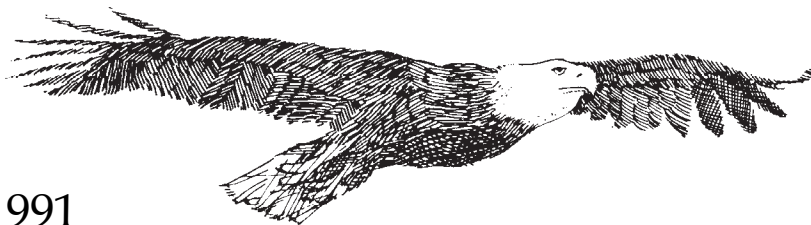
## ENVIRO-ETHICS -- grades 6-12

Sometimes projects like river otter reintroduction seem to take place a long way from where we live. In developing your own code of ethics, consider why this project is important to you.





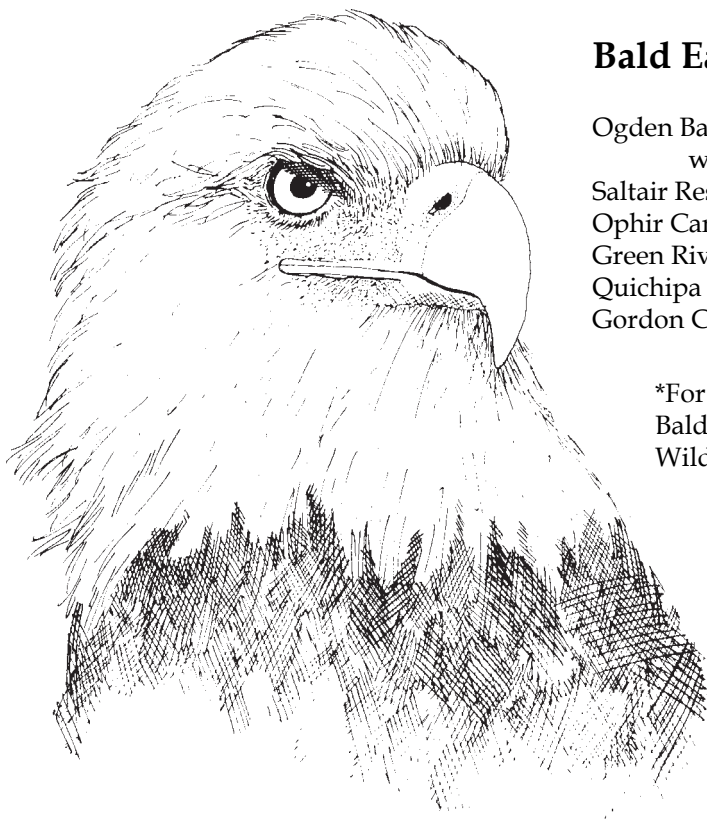
## Bald Eagle Day Saturday, February 9, 1991



The Division of Wildlife Resources is once again sponsoring Bald Eagle Day throughout Utah. At six sites across the state, biologists and volunteers will provide spotting scopes for close observations, and a new publication on the bald eagles wintering in Utah will be available free of charge. Posters and other educational materials about Utah's wildlife will also be available.

Currently, the site locations listed below are where the largest concentrations of bald eagles have been found this year. Be sure to bring binoculars, dress warmly and wear waterproof boots.

This is an excellent opportunity for you and your students to study the bald eagle in its winter habitat with wildlife personnel there to help you. Utah hosts one of the largest wintering populations of bald eagles with over 1,200 birds counted in recent years. If you are unable to attend Bald Eagle Day but would still like to receive our new publication on bald eagles, contact the Project WILD Office and ask for Wildlife Notebook Series No. 3.



### Bald Eagle Day Sites\*

Ogden Bay Waterfowl Management Area,  
west of Ogden  
Saltair Resort, west of Salt Lake City  
Ophir Canyon, south of Tooele  
Green River, Jensen to Dinosaur National Monument  
Quichipa Lake, west of Cedar City  
Gordon Creek, west of Price

\*For more information or changes in designated Bald Eagle Day sites, call the Utah Division of Wildlife Resources at 538-4712.

# Winter Settles In...

There are simply no groundhogs in Utah (at least not the same species found in the northeastern United States)!! Yet many students throughout Utah watch to see what the groundhog does on Groundhog Day. Everyone knows the legend, apparently based on a custom brought to America from Germany and Great Britain. However, according to Margery Facklam in her book *Do Not Disturb*, any groundhog who comes out of hibernation on a cold February 2 is most likely a male beginning to think of finding a mate.

A groundhog is one of those deep sleeping hibernators whose heart slows from beating 80 times per minute to only 4 or 5 times per minute. Its normal body temperature of 100° F drops to 45° or 50°. Groundhogs (*Marmota monax*), members of the squirrel family and commonly called woodchucks, would be very hard to wake up in the winter. Even so, every few weeks, the groundhog wakes itself up, eats some shredded grass and leaves which it has stored, urinates and defecates, and then returns to its deep sleep. The groundhog or woodchuck is related to the Utah species *Marmota flaviventris*, the yellow-bellied marmot or rockchuck.

For more information about how animals adapt to the cold, refer to these recent publications. If they are unavailable in your school libraries, the Project WILD Office has copies.

Facklam, Margery. *Do Not Disturb: The Mysteries of Animal Hibernation and Sleep*. Little Brown & Co., Boston, 1989. (Elem)

Fellman, Bruce. "When the Going Gets Cold." *National Wildlife*. National Wildlife Federation, Leesburg Pike, December-January 1991. (Elem-Sec)

Schwan, Mark. "Northern Lights & Three Dog Nights: How Animals Adapt to the Cold." *Alaska's Wildlife*. Alaska Department of Fish and Game, Juneau, November-December 1990. (Sec)

Williams, Terry Tempest, and Ted Major. *The Secret Language of Snow*. Pantheon Books, New York, 1984. (Elem-Sec)

## ...Getting Ready For Spring

### National Wildlife Week, April 21-27

It may be helpful in your planning to know that National Wildlife Week is scheduled this year for April 21-27, 1991. The theme will be "Fragile Frontiers - The Ends of the Earth," focusing on the polar regions of the Arctic and Antarctic.

### For You, a Special Invitation for the Evening of April 12!!

Set aside the evening of April 12 for an extraordinary journey into the natural world of Denny Olson's *Earthlore*! Denny will be visiting Salt Lake City to present to us one of his unique characterizations. Denny's "Critterman" will guide us through a sensitive and surprising look at some special critters. Details will follow.

## Utah Wildlife to be Focus of Classes Offered by CFI

Canyonlands Field Institute (CFI) in Moab continues to present classes of special interest to Project WILD teachers. This year, CFI is offering several one-day programs featuring Utah wildlife (note class on river otters on May 5 and annual eagle float on March 2). CFI is also sponsoring its 5-day Colorado Plateau Teacher's Workshop in a new format this summer. Graduate credit is available at an additional fee.

CFI's one-day workshops include:

**Eagle Float of the Colorado River** (March 2). Annual flatwater trip to sight bald and golden eagles and flocks of various waterfowl. (\$80)

**Endangered Fish and Water Politics** (April 20). Discuss four little-known species of fish and their habitats, life histories and field sampling techniques. (\$50)

**Desert Bighorn Sheep** (April 21). Topics include history of sheep in Utah, reintroduction and population management. (\$40)

**Ecology of the Black Bear** (April 28). Look for black bear sign, study wintering habits, reproductive rates, movement patterns and field techniques such as radio telemetry and live trapping. (\$50)

**River Otters and Riparian Ecology** (May 5). Explore stream systems that otters inhabit and the biology and conservation of otters. (\$40)

**Hooting with the Owls** (May 11). Venture out to "hoot" (call out) these secretive, nocturnal birds. (\$40)

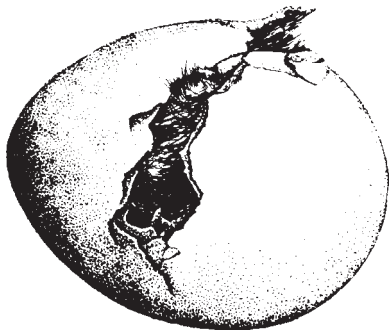
**Birds of the Colorado River Wetlands** (May 12). Learn to identify common bird species in varied habitats, discuss avian adaptations and visit a heron rookery. (\$50)

**Animals of Arches** (May 18). Track, identify and possibly sight deer, coyotes, reptiles and birds. Study desert animal adaptations. (\$40)

**The Colorado Plateau Teacher's Workshop** will be held June 24-28.

Class sessions will be held in Moab with field sessions to Arches and Canyonlands National Parks, LaSal Mountains and the CFI Field Camp. Mini-courses on: ecology, geology, field trip design and hands-on indoor/outdoor study activities for grades K-12. In-depth topics include: riparian ecology, wildlife signs, mountain wildflowers and more. Fee covers instruction, some meals and transportation. (\$225)

*For more information on these and other classes, please contact CFI, Box 68, Moab, UT 84532 (801-259-7750).*



Some of the bald eagles that winter in Utah nest in areas as far away as the Northwest Territories in Canada. Currently, there are only two pairs of bald eagles nesting in Utah. These pairs nest within 15 miles of each other along the Colorado River in southeastern Utah.

*(bald eagle egg, white, rough shelled, non-glossy, 71 x 54 mm)*

# Wilderness Conference -- February 7, 8 & 9

Weber State University is sponsoring its Third North American Interdisciplinary Wilderness Conference to be held February 7, 8 and 9, 1991 (registration fee: \$97). This unique conference offers participants the opportunity to explore connections between wilderness ecology, arts and humanities, and society. You may remember that Dr. Cheryl Charles, Director for Project WILD at the national level, was one of the original keynote speakers at the first Wilderness Conference held in 1989. At that time, Dr. Charles discussed the challenges facing educators who are teaching about the environment. Conference sponsors continue to invite diverse speakers and provide forums for presentation of scholarly papers.

Speakers featured in this year's conference include:

**David Brower**, acclaimed environmentalist and first executive director of the Sierra Club.  
Brower will be the featured convocation speaker from 10:30-11:30 a.m. on February 7.  
The public is invited to this presentation free of charge.

**Dr. Michael E. Soule**, wildlife biologist known foremost for his contribution to conservation biology and his studies in the fields of morphological and genetic variations in natural populations of animals, island biogeography and biodiversity.

**Gretel Ehrlich**, author of several books, one of which is *The Solace of Open Spaces*, a collection of essays, narrating her life in Wyoming.

**Dr. Richard White**, environmental historian, currently a professor of history at the University of Washington.

**Greg Child**, writer and mountain climber, one of three members of the 1990 American and Australian expedition to K2.

*For more information or to register, call Weber State University at 626-6600 or 1-800-848-7770.*

## "Share in the Care" at the Ogden Nature Center

Many Project WILD teachers visit the Ogden Nature Center, taking their classes to the natural outdoor classroom which it offers year-round. In addition to its 127 acres of natural habitat and the wildlife it attracts, there are a number of animals which the Center houses for educational purposes. Now students who visit these animals and learn from them can become involved in the care of these animals by contributing to their feeding, shelter and health care!

Prompted by increasing costs, the Ogden Nature Center has initiated its "Share in the Care" Program whereby school classes, individuals or organizations may contribute to the care of one or more of their animals. In return for the money donated, sponsors will receive a certificate, photograph of their animal, recognition by the Nature Center and the satisfaction that their contribution has helped support the education program at the Ogden Nature Center.

Please contact Karen Winters at the Ogden Nature Center, 966 W. 12th Street, Ogden, UT 84404 (801 621-7595) for a detailed list of the animals and their yearly costs. Animals may be sponsored for a year at a time or for as little as 3 months. Yearly costs vary from \$75 for the great horned owl, "Chitters," to \$25 for the snakes, mice and gerbils. The tarantulas are a bargain at \$20!



# A Closer Look -- The Nature Conservancy

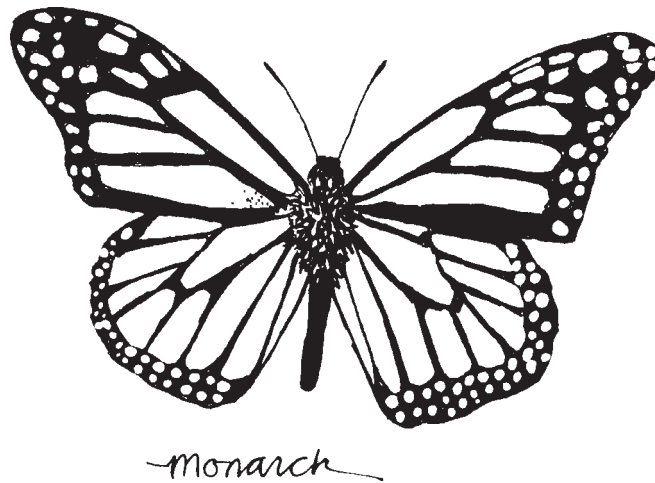
The mission of the Nature Conservancy is to preserve plants, animals, and natural communities that represent the diversity of life on Earth by protecting the lands and water they need to survive.

The Nature Conservancy, with a Great Basin Field Office serving Utah and Nevada, works nationally and internationally toward a goal of protecting critical ecological systems. The Nature Conservancy considers one of its real strengths to be the fact that it has strong local roots -- offices in every state in the United States and partnerships with "like-minded nongovernmental organizations" throughout Latin America. This past year alone, 927,695 acres of habitat for imperiled plants and animals were protected in the U.S.

One of last year's projects was finalized for Earth Day 1990 here in Utah. This project, just one of several projects of The Nature Conservancy in our state, involved the purchase of 1920 acres along the Strawberry River, a pristine trout stream and habitat for a variety of raptors. The Nature Conservancy was able to do this by working with the Utah Division of Wildlife Resources and the Bureau of Reclamation. They believe that to achieve effective conservation, the government, private sector and other conservation organizations all need to work together.

## "Volunteering -- It's a Connecting Thing"

One source of help which The Nature Conservancy is finding invaluable is coming from volunteers. The Nature Conservancy does not always have projects ready for volunteer involvement, but, when it does, the work is meaningful. One volunteer at a northwestern Ohio sanctuary describes her volunteering experience as "a connecting thing." **The Conservancy's leader of the Volunteer Network in Illinois observes, "People learn commitment to a cause through action. The work is fun, rewarding, even inspiring. And volunteers have a rare opportunity to see positive results among communities of plants and animals that are thriving, thanks to volunteer efforts."**



## *The Nature Conservancy (continued)*

### Is there currently a Conservancy project in Utah which could use volunteers?

Right now, the Great Basin Field Office reports that a fencing project at Lytle Ranch near St. George could use a couple of volunteers on weekends through February 17. Teachers at the high school level who think that this might be an appropriate field experience for their students may contact Chris Montague at the Great Basin Field Office, P.O. Box 11486, Pioneer Station, Salt Lake City, UT 84147 (531-0999).

For more information about The Nature Conservancy, its programs, upcoming volunteer projects or membership, contact the Great Basin Field Office at the above address and phone number.

### If You Want To Know More About Lytle Ranch...

Lytle Ranch is known for its distinctive Mojave Desert vegetation and a unique flora found nowhere else in Utah. This hot desert zone provides habitat for a wide range of small mammals and reptiles, including kangaroo rats, Gila Monsters, sidewinders and the Desert Tortoise. The Virgin River Spinedace also occurs here in the waters of the Beaver Dam Wash. This fish species is a candidate for federal listing as endangered and is known in only six other stream systems in the world. Lytle Ranch is also known for attracting over twenty species of birds -- mostly seasonal migrants. Some of these include the Phainopepla, the Vermilion Flycatcher, the Hooded Oriole and the White Winged Dove.

Lytle Ranch was acquired by The Nature Conservancy in a cooperative effort with BYU in 1985. In 1986, BYU purchased the Ranch from The Nature Conservancy for permanent protection as a university field station.

## Recycling Rainforests Family Workshop

Saturday, February 9, 10:00 a.m. - 1:00 p.m.

Instructor: Terry Woodbrey

Location: Utah Museum of Natural History

Fee: \$13.00 museum members/ \$15.00 nonmembers  
for each child accompanied by an adult

Limited to 12 children (ages 4-9)

Register through Horizons/Salt Lake Community Education (801 328-7236)

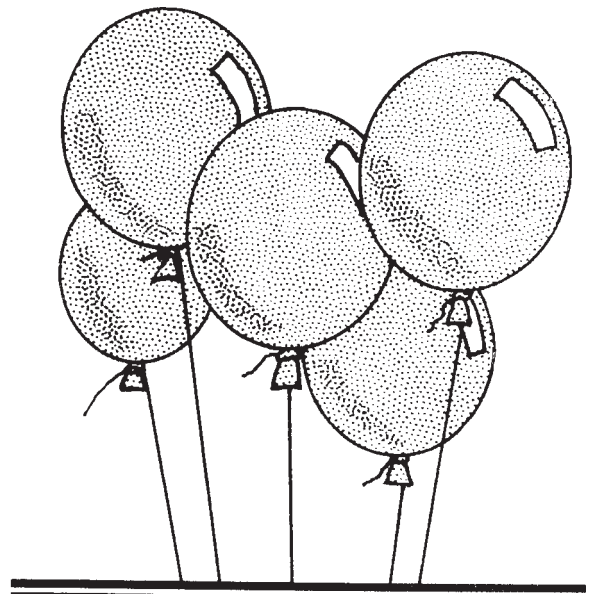
Become a member of a rainforest community! What happens when trees are cut down? Find out how many trees it takes to make a ton of paper and make your own recycled paper.

*Also note that the film "Amazonia: Voices from the Rain Forest" has been a premier feature at the Sundance Film Festival in Park City. This film documents the loss of the rainforest and how it affects the many different people of the Amazon region. "Amazonia's" message is that we must respect the forest as well as preserve it.*

## Balloon Launches Plague Wildlife

Launching helium-filled balloons which can travel far from where they are released continues to pose threats to wildlife, especially marine animals. When these balloons are eaten by animals, resulting blockages can bring death by suffocation or starvation. Balloons have been documented in the deaths of both leatherback and hawksbill sea turtles as well as some whales. As reported in *TIME* magazine, January 7, 1991, Connecticut, Florida and Tennessee have taken steps to protect wildlife by outlawing balloon launches. On a smaller but just as significant scale, Louisville, Kentucky, 4th grade students successfully campaigned for a local law to forbid outdoor launchings.

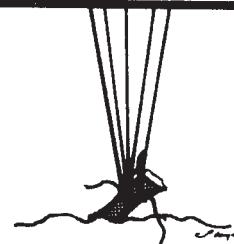
When Defenders of Wildlife discussed plastic pollution in the first issue of their student newsletter, "The Comeback Trail," they suggested alternatives to balloon launches. One such method was to release balloons inside school buildings where they can be retrieved or left floating until they drift downward. Have you or your students successfully suggested alternatives to proposed launches in your area? Do you know of any cities in Utah which have campaigned to stop balloon launches? The Project WILD activities LITTER WE KNOW and PLASTIC JELLYFISH may be used to teach students about the problems of plastic pollution.



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*Seals, whales, birds,  
turtles, and fish get  
tangled up in plastic,  
or mistake it for  
food, often with  
terrible results.*

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# Litter They Know -- Well!

As you drive I-70 entering Green River, you can't miss the message. The highway sign boldly declares:

**Adopt-A-Highway  
Litter Control By  
Book Cliff Elem. School  
4th-5th-6th Grade  
Students**

This project is the idea of Project WILD teacher Bruce Nelson, who, in cooperation with past P.T.A. president Carol Ekker and other teachers, masterminded the clean-up campaign of this stretch of I-70.

Bruce reported that 4th, 5th and 6th grades spent an entire day last May picking up trash and litter and scoured the same stretch again in September. The Utah Department of Transportation provided safety jackets, trash bags and signs for the work detail. Primary grades adopted neighborhood streets around the school.

Bruce advises other teachers who may be interested in "Adopt-a-Highway" to contact the Department of Transportation, who can line up a project and safety equipment in a matter of weeks.

This successful action project can be a direct outgrowth of the Project WILD activity LITTER WE KNOW.

*Growing WILD thanks Brent Stettler, Southeastern Regional Information and Education Manager in Price, for contributing this story.*

## Ogden City Taps Volunteers for Litter Control

Ogden City has implemented a new Adopt-a-Street Program for litter control. City Operations Manager Bob Kunz reports, "There are some areas within the city that are still somewhat rural in nature, border Forest Service property or are bounded by absentee owners that do not receive the attention that is necessary to keep them litter free." The city program will be applied to designated streets only. As part of the program, the city will provide volunteers orange safety vests and caps, bags and two adopt-a-street signs to be posted at the ends of the designated areas.

For more information, call Ogden's Operations Manager at 801 629-8271. Let us know if there are any other cities in Utah with similar programs.

# Available Resources --Just Ask!!

The resource materials listed on this page are available at no charge (a postage fee is requested for the posters!) by calling us at 801 538-4719, or writing: Project WILD, Division of Wildlife Resources, 1594 West North Temple, Ste. 2110, Salt Lake City, UT 84116.

## Posters

These posters may be picked up at any Regional DWR Office or from the Salt Lake City Office. If you would like the posters mailed to you, please send your request and a postage and handling fee of \$2.50 to the address listed above. Checks should be made out to the Division of Wildlife Resources.

**BEARS** -- a colorful poster featuring the polar bear, grizzly and black bear. The poster is an excellent teaching supplement to Project WILD activities focusing on bears.

**BALD EAGLE** -- a black-and-white poster produced by Wisconsin Department of Natural Resources. Natural history information is included on the back of the poster.

**DISCOVER UTAH WILDLIFE** -- two free posters are available in this series, produced by the Division of Wildlife Resources, to celebrate Utah's diverse wildlife. One depicts a bald eagle in flight; the second poster features a river otter and is available after February 1.

## Publications

**BALD EAGLE** -- This is No. 3 in DWR's Wildlife Notebook Series. Like the enclosed River Otter publication, it contains valuable information on the bald eagle's life history, habitat, habits and conservation history.

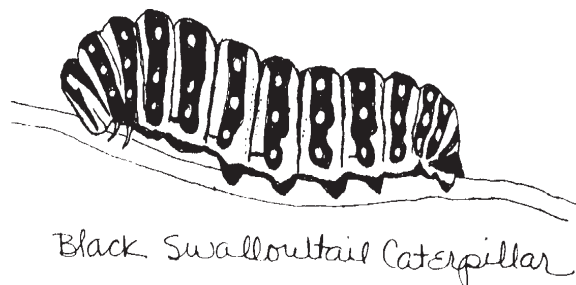
**NATURE'S CALL** -- Classroom sets of last fall's issue of Utah Project WILD's newsletter for kids are available. The issue focuses on enhancing backyard habitat for birds.

**PRAIRIE DOGS AND THEIR ECOSYSTEM** -- an 8-page color publication packed with information on prairie dogs. Included are sections on life history, communication, structure of a prairie dog town, interrelationships with plants and with other animals, and species management.

## Video Package

**"I Need the Earth and the Earth Needs Me"** is an educational video package on the environment produced by the Environmental Protection Agency. The 20-minute video is designed to instill a sense of intimacy between the viewer and the earth and to stimulate interest in learning more about the environment. The video highlights the importance of air, water and soil. A teacher's guide provides a sampling of classroom activities within several major elementary curriculum areas that demonstrate the interrelatedness of air, water and soil. The package is targeted for 4th grade but is appropriate for other grade levels as well, especially grades K-3.

Last year, General Motors distributed this video package to over 72,000 elementary schools across the U.S. Your school media center may already have this excellent resource. If not, you may check it out from the Project WILD Office. Permission is given to copy the video and activity guide for educational, noncommercial purposes.



*Growing WILD*, Utah's Project WILD Newsletter  
Written and edited by Brenda Schussman and  
Daphne Sewing  
Cover and river otter illustrations by Ellen  
Petrack-Underwood





In 1869, John Wesley Powell described the area around what is known today as Little Hole on the Green River. Now river otters are being reintroduced into this rich environment and are found to be thriving.

*"Each of these short lateral canyons is marked by a succession of cascades and a wild confusion of rocks and trees and fallen timber and thick undergrowth. The little valleys above are beautiful parks; between the parks are stately pine forests, half hiding ledges of red sandstone. Mule deer and elk abound, grizzly bears, too, are abundant; and here wildcats, wolverines, and mountain lions are-at-home. The forest aisles are filled with the music of birds, and the parks are decked with flowers. Noisy brooks meander through them; ledges of moss-covered rocks are seen; and gleaming in the distance are the snow fields, and the mountain tops are away in the clouds."*